



SC Annual School
Report Card
Summary

Homewood Elementary
HORRY
Grades: PK-5 Enrollment: 637
Principal: Penny T. Foye
Superintendent: Dr. Cynthia Elsberry
Board Chair: Joe DeFeo

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

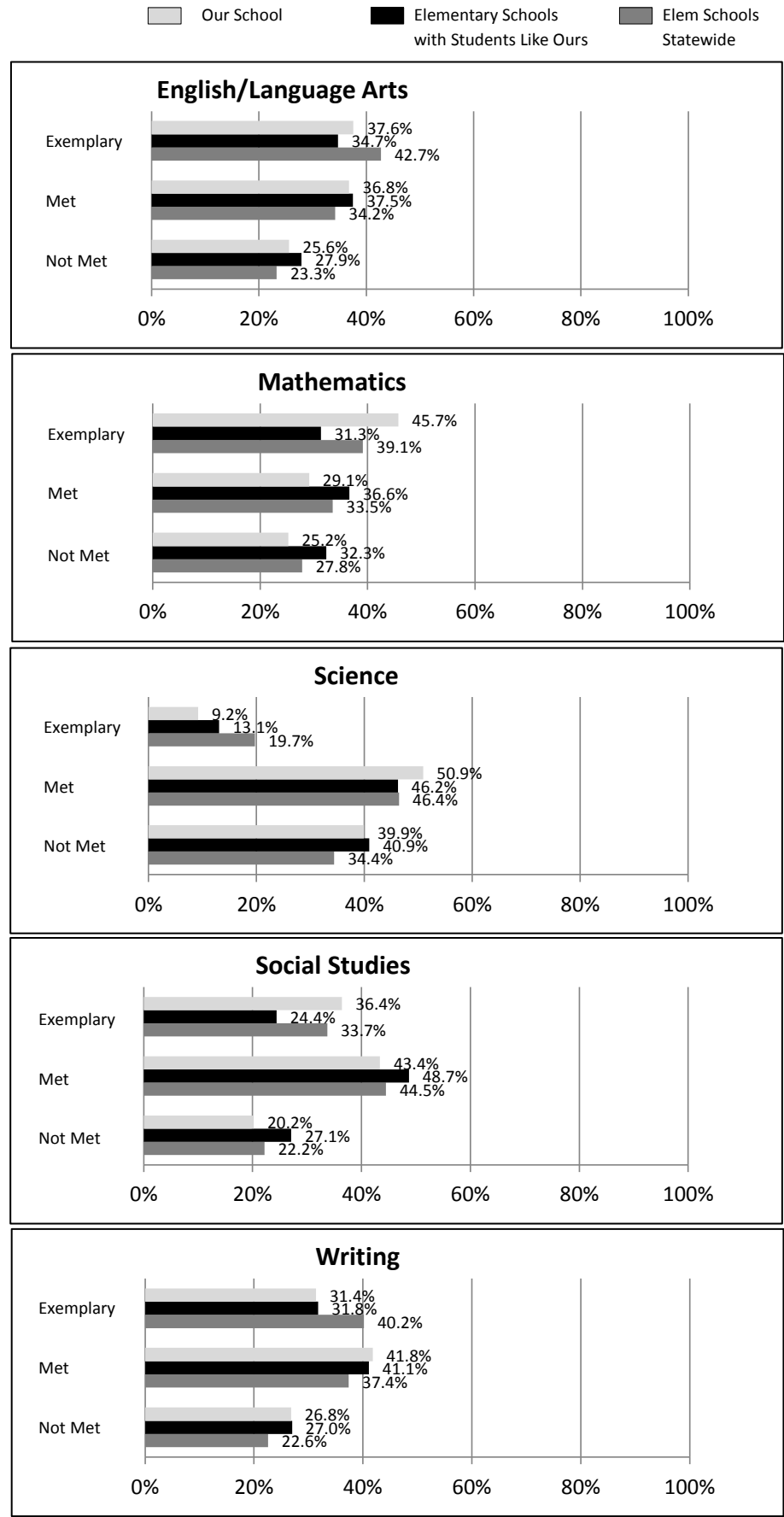
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Average	TBD	TBD	B	Focus
2013	Average	Excellent	GOLD	SILVER	A	Reward
2012	Average	Average	N/A	N/A	C	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
13	17	107	8	1

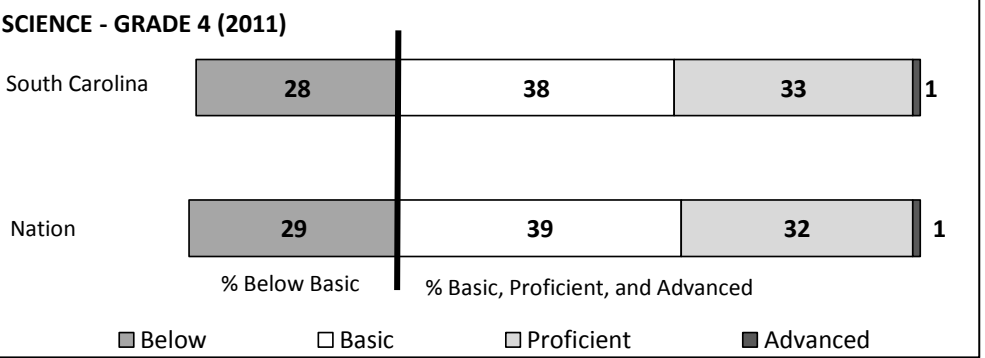
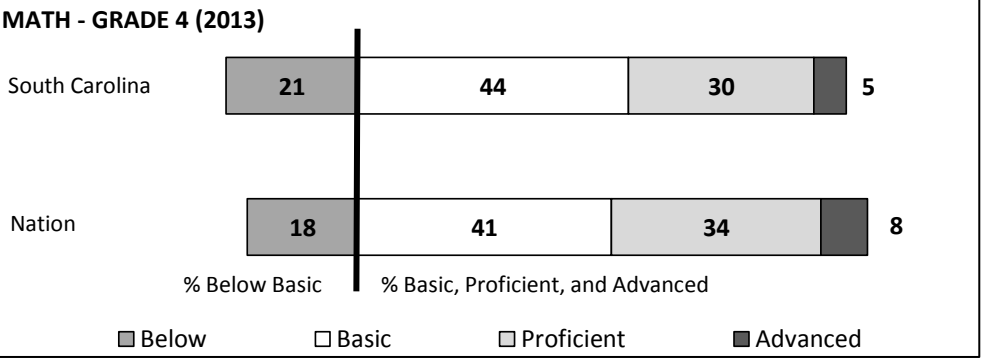
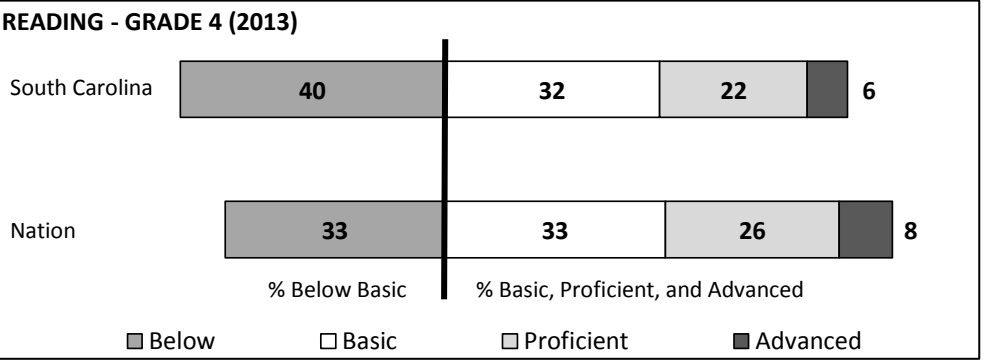
* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Homewood Elementary
HORRY
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 637)				
Retention rate	0.2%	Down from 0.7%	1.4%	1.0%
Attendance rate	96.4%	Up from 95.8%	96.1%	96.5%
Served by gifted and talented program	7.2%	No change	4.9%	7.3%
With disabilities	14.0%	Down from 14.4%	13.6%	12.5%
Older than usual for grade	2.1%	Up from 1.1%	2.3%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.7%	0.0%	0.0%
Teachers (n = 41)				
Teachers with advanced degrees	65.9%	Up from 58.1%	60.6%	62.3%
Continuing contract teachers	87.8%	Up from 81.4%	80.8%	81.2%
Teachers returning from previous year	92.5%	Up from 87.5%	87.9%	88.4%
Teacher attendance rate	95.3%	Up from 94.4%	95.2%	95.3%
Average teacher salary*	\$50,577	Up 2.5%	\$47,568	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	15.2 days	Up from 13.9 days	11.2 days	10.9 days
School				
Principal's years at school	12.0	Up from 11.0	3.5	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 22.3 to 1	19.5 to 1	19.9 to 1
Prime instructional time	89.3%	Up from 88.4%	90.0%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$10,180	Down 0.3%	\$7,972	\$7,680
Percent of expenditures for instruction**	59.5%	Down from 68.0%	65.9%	66.8%
Percent of expenditures for teacher salaries**	58.6%	Down from 60.0%	64.9%	66.0%
ESEA composite index score	80.7	Down from 92.6	79.6	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	40	86	29
Percent satisfied with learning environment	77.5%	97.7%	96.5%
Percent satisfied with social and physical environment	97.5%	94.2%	82.8%
Percent satisfied with school-home relations	75.0%	95.3%	89.7%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a year of strong growth at Homewood Elementary School with a primary focus on math and small group reading instruction. As a result of this intense focus, we were named a National Distinguished Title One School. Our faculty, staff, and community are proud of our students’ progress.

We worked strategically to differentiate our math instruction and used the Measures of Academic Progress (MAP) three times during the school year to monitor students’ progress in the classrooms. As a result, we had 77% of our 5th grade students; 84% of 4th grade student and 72% of 3rd grade students meet/exceed standards in math on PASS. We differentiated our reading instruction through small group reading support to meet our students’ diverse needs. We had 80% of our third grade students, and 76% of our fourth and fifth grade students meet/exceed standards on PASS in reading.

Our school continues to benefit from the use of our phonics-based reading program, Imagine-It. Currently, we are proud to share that 100% of our CD students met their reading CIRCLE benchmark goals; 96% of our kindergarten students; 89% of our first grade students; and 82% of our second grade students reached their reading benchmark goal as measured on DIBELS. We attribute this growth to increased staff development on small-group reading instruction and increased progress monitoring of all students. Reading Interventionists were used to provide small group instruction for students who needed more intensive reading support. We continue to monitor and adjust to meet the reading needs of all students.

Students from Coastal Carolina University continue to support our students in several grades through the mentoring program. Many of these students became role models in their grade level as a result of their interaction with their mentors. Our School Improvement Council strongly supports our mentor program.

Additionally, our School Improvement Council hosted its annual career leadership workshop with our fifth grade students. Local businessmen and women provided hands- on training and information for students on careers related to: medicine, education, media, law, small businesses, banking, and technology. In an effort to enhance our Home/School connections, we participated in bi-monthly neighborhood visits on select Saturdays throughout the year. Our commitment to meet our parents’ and students’ diverse needs remain at the forefront of our mission statement.

We look forward to another successful year at Homewood. We know that with the right attitude, we can only expect to keep soaring to higher altitudes!

Penny Foye, Principal

Judge Aaron Butler, Interim School Improvement Council Chairperson, 2013-2014